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ABSTRACT

The language teaching method presented here is an inter-related set of techniques for teaching target comprehension skills directly to students on both university and high school levels. Three elements of the method are discussed: (1) the basics of a comprehension-based classroom; (2) the expanded speaking component; and (3) the expanded reading component. The discussion of "basics" centers on the modification of the "total physical response method" and the degree of error-correction used. The second section describes some speaking activities that were used in a two-week summer camp for high school students in second and third semester German. The third section treats instruction on the university level in reading for an explicit information-gathering purpose. In view of this objective, training was provided in reading strategies from very early in the course. In a method such as this one, the burden of proving to the student that intelligent guessing will be as "rewarding" as memorization falls upon the teacher. Intelligent wrong answers to problem-solving tasks are to be rewarded as well as grammatically incorrect but comprehensible answers to informational questions. Training in listening and reading techniques, data gathering and analysis, and inference-making skills is beneficial to the student in approaching any language, including the native language. (AMH)

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# From a Bird's Eye View to a Worm's Eye View: A Comprehension-Based Program of Foreign Language Instruction.[1]

The following paper is a description of a language teaching method by one teacher who has used it. It is not an attempt to explain the theories upon which this method is based or to summarize the research findings which support those theories.[2] The "method" involved is actually an interrelated set of techniques for a comprehension-based program of beginning and intermediate German instruction. These techniques have been used successfully for more than five years in German classes at the University of Texas, Austin, where the focus was on an ultimate goal of reading comprehension,[3] and at the "Germany in Texas" high school summer camp, where the focus was on listening comprehension and oral communication.[4]

As background, it is necessary to outline what the practitioners of this method mean by a "comprehsion-based" program. We assume that, given an average sequence of two to four semesters of college-level foreign language instruction or two or more years of high school instruction, without the opportunity to live in the foreign country for any length of time, the gap between the student's ability to comprehend the spoken and

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written language and his or her ability to speak and write will necessarily be on the order of a "quantum leap" at any given point in the instructional sequence. Moreover, we assume that, for most students, the ultimate goals of being able to read a periodical, short story or technical journal article in the foreign language, to listen to a radio broadcast, lecture or film, and then to incorporate the information into a report, a conversation, or merely a private reflection in the native language are more realistic than goals which involve extensive contacts with native speakers, either in the foreign country or in the native country. In other words, we have tried to provide students with a genuinely useful skill which they can continue to make use of when their language requirement has been satisfied.

Given these assumptions, we have attempted to teach the target comprehension skills directly. Rather than assuming that students would gradually learn to understand foreign language periodicals or native speech at an adult level over a two-to-four semester sequence of grammar-vocabulary training, we have begun, from the beginning, to teach students highly specific strategies for extracting information through reading and listening to materials that are well "above their heads" by the standards of any production-oriented methodology. Accordingly, we have had to re-think every aspect of classroom foreign language teaching, including vocabulary acquisition, the "logical" sequence of grammar, the purpose of a printed text, the function of a language laboratory, student-teacher roles, and testing

and evaluation.

For example, a comprehension-based foreign language grammar must focus on the more global features of the language --on such concepts as the indentification of singularity vs. plurality, of negative vs. positive statements, present vs. past time, declarative vs. interrogatory vs. imperative sentences, active vs. passive predicates. Such a grammar therefore shows considerably less concern for correct identification (or production) of such features as preposition-case agreement, the order of objects or adverbs, or the case endings of modifiers. In regard to vocabulary learning, it becomes extremely relevant to train students in the techniques of identifying German-English cognates and loan words and/or analyzing compounds for their known elements. Most important, the whole range of strategies for "educated guessing" becomes an integral part of the instruction, rather than an incidental side issue, in a comprehension-based course. The central reading skills of skimming and scanning (including intelligent use of titles, illustrations and glosses) and an awaremenss of cultural differences conbined with an attitude of alert suspension of disbelief vis-a-vis the socio-political stance of the native speaker or writer, are skills which must be explained, demonstrated and drilled in the classroom.

Students in a comprehension-based course can--and do--learn to speak the language, even though they are rarely asked to mimic or repeat practice sentences produced by the teacher or drilled in repetition of sentences which are connected only by a common grammar "topic" (such as present-past transformations

or a series of examples of direct-object pronouns.) They also learn to spell and write in the foreign language as an appropriate response to reading comprehension exercises. We expect, however, that they will not learn to write as correctly in the same length of time as their peers in four-skills courses, given the fact that they are taught to concentrate on larger syntactic features for some time before attempting to "fine tune" the morphology of the language.

I: The "Basics" of a Comprehension-Based Classroom

On the first day of instruction, the students begin by learning to understand nouns and a range of verbs that can be used for objects and actions in the classroom. Using a technique developed by James J. Asher and associates at San Jose State University, California[5], the teacher points to objects and demonstrates actions (in German: "I'm pointing to the wall; I'm opening the door.") then commands individuals and groups of students to perform the actions without speaking ("Class, point to the wall! John, open the door!") Using a range of verb phrases ("point to, touch, look at, walk to, run toward, hop to, jump on, come here," etc.) and the usual classroom objects, the teacher continues demonstrating and asking the students to follow commands until they are able to successfully carry out any of the commands in random order. During this process, students and teacher are able to make constant "checks"

on each student's comprehension by observing whether he or she is able to respond to a command immediately with the appropriate action. The students then "read" a simple text which describes the exercise they have performed. In the initial lessons, the students follow silently while the teacher reads aloud; later they read such texts on their own and/or aloud in class. (In the revised edition of the textbook being developed by Janet K. Swaffar and associates for the beginning German course at the University of Texas, Austin, the introductory texts are further simplified by illustrations which depict the teacher making the commands, which are printed in cartoon bubbles. A second set of pictures show the students following the commands.)

On subsequent days, a great deal of concrete vocabulary is taught using the modified version of the Total Physical Response method. In addition to actions which involve body movement and the use of objects which can be found in or brought into the classroom (props, pictures, etc.), the teacher commands students in step-by-step line drawing exercises, writing numbers and circling or underlining specific types of information in a test as means of demonstrating their comprehension. Students also demonstrate their comprehension of commands which they do not see acted out by responding in German with "possible" ("Close the car door!") or "impossible" ("Jump over the door!") They demonstrate their comprehension of longer reading or listening selections by pantomiming the narrated events in

sequence or by rearranging a teacher-made strip story into the chronological sequence of events.

Additional checks on student comprehension are provided when students are introduced to question patterns of the yes-no and wh- types. ("Is John pointing to the wall? What am I doing to the door: opening it?") Initially, the expected response in these exercises is simply "ja oder nein"--"yes or no"; but many students soon volunteer such responses in German as "no, to the blackboard" and "no, you're closing it." At this point, the type of error correction becomes a crucial factor in reinforcing student comprehension without discouraging spontaneous production. At the outset (i.e. while this construction is being internalized and has not been taught formally,) an error such as "He are closing the door" (Er machen die Tür zu.) is accepted by the teacher, as long as information contained in the student's utterance is correct. After subject-verb agreement has been taught, the teacher responds to such a sentence with an affirmative nod or smile and says,"yes, he is closing the door." (Ja, er macht die Tür zu.) An acceptable response to a wh- question ("What is he pointing to? Who is closing the door?" etc.) consists of a meaningful phrase ("to the blackboard; You are") which contains the correct information in a comprehensible form. Other, non-production-oriented responses are elicited by drills which require students to choose alternative "A" or "B" (such as A=where vs. B=where to) when the teacher generates contrastive sentences (such

as "I'm sitting on the floor." vs. "I'm laying the book on the chair.") Usually, students indicate their willingness early in the course to reverse roles and give commands to each other and the teacher. In fact, this latter reversal becomes a very popular exercise in most classrooms and students frequently are able to generate new and novel commands with conscious humorous intent.

II: The Expanded Speaking Component

At the junior high and high school level, many students are eager to speak the foreign language and experience less awkwardness than adults in doing so--as long as speaking is directed toward a demonstration of the student's comprehension of a meaningful content (rather than toward manipulation of forms .) Students at the "Germany in Texas" summer camp, an intensive two-week program of foreign language instruction via simulations of "real-life" situations in the foreign country, are required to use spoken German as a tool in problem-solving and manipulating their environment in such ways as: ordering from a restaurant menu; buying foods and other items in a play store and from a catalogue desk; getting information about tourist attractions, railway timetables and tickets, postal rates and movies; taking a driver-training course; and renting a room. The problem-soving, information-gathering

orientation of this program is similar to that used in the reading program at the University of Texas. However, the goals of the younger students are less focused (particulary on gathering and abstracting data for scholarly and "intellectual" purposes); and they are generally more able to "play-act" at length and with the requisite concentration in situations which offer immediate, concrete results. Hence , much of the listening-comprehension and speaking instruction at the camp involves physical and tactile responses which are extended to drawing and constructing models, responding to signs and symbols, and making and playing games in which the ratio of student-talk to teacher-talk is relatively high. [6]

As example of comprehension-based classroom activities which expand speaking, the following were considered appropriate for students at the second or third-semester level of high school German:

A) In order to teach vocabulary and structures associated with household articles and activities (with the culminating assignment of finding and renting a room with a German family,) the teacher presented the students with a floor plan of an unfurnished German house. (on overhead transparency) After eliciting and/or introducing verbs for activities in various room of the house ("sleep, eat, cook, read, watch T.V.,take a bath," etc.), the teacher demonstrated and described how to sketch various pieces of furniture in each room of the

house, while giving the students appropriate commands for drawing the furniture on their own (ditto) copies of the floor plan.[7] In this activity, attention was focused on such comparative cultural information as the fact that the German house did not have built-in closets. (Students were told the dimensions of the wardrobes in meters and asked to draw them to a given scale.) At this point, student talk was elicited by asking such "personalized" questions (in German) as: "John, do you have wardrobes or built-in closets in your house? Susan, where is the T.V. set in your house? Class, how big is the coffee table in this German house? Is it larger or smaller than the average American coffee table? Why?" In all cases, the expected student response was a brief, informational reply ("built-in closets; in the living room; about 1 meter tall; it's larger; because of the coffee hour;") rather than an elaborate--and unnatural--complete, correct sentence ("We have built-in closets in our house." etc.)

Error-correction was limited to global features which actually interferred with comprehension. If the teacher and other students could not understand an individual's response, the question was repeated or re-phrased and the student's answer corrected. Otherwise, global errors were corrected in the positive manner described in Section I above, and minor inaccuracies in pronunciation or morphology were ignored. (Students who asked for explanation of corrections, such as the teacher's "Yes, it <u>is</u> larger<u></u>" in response to a student's answer "It is large" were given the simplest "reason" possible,

e.g. "larger compares two things." At a college level, the explanation might be slightly more technical, such as--after comparative and superlative have been taught--"The comparative is larger, with an -er ending, as in English." Although most such explanations were given in German, teachers occasionally broke this "rule" when it threatened to become a time-waster and to make the correction assume undue importance in the students' minds.)

B) In order to introduce (and to some extent review) a variety of verbs and nouns associated with buildings in a city, students were helped to construct a table-sized model of a German village (with the culminating assignment of planning a week-end stay in a specific German city.) Students followed the teacher's directions for coloring, cutting out and assembling the buildings[8] from printed patterns, and then they discussed the meanings of various symbols printed on the "city map" which served as an underlay for the model. Finally, they attached the buildings over the appropriate symbols on the map (the restaurant on the crossed knife and fork, the hospital on the square cross, the church on the elongated cross, and so on.) During the construction process, the teacher told the students relevant cultural facts about the buildings in simplified German, such as: "A Gasthaus is a small hotel with eight or ten bedrooms for guests. It has a dining room where the guests and other people can eat dinner and supper." Students were then asked information and

discussion questions (also in German), such as: "Which of the three eating places--the Gasthaus dining room, the cafe, or the train-depot restaurant--probably serves the best meals, or the cheapest cup of coffee, or a continental breakfast?" Using individual copies of the map of the town, students listened to directions for getting to various buildings on foot and by bus, while drawing in the routes to demonstrate their comprehension. Then students gave directions to the teacher and other students.

In this program, evaluation of students' progress had two components in addition to performance of commands and participation in speaking exercises in the classroom. The most important component was the student's performance in the culminating activity, e.g. his or her ability to communicate in order to solve a problem in a simulated "real-life" situation. This was evaluated on an all-or-nothing basis; the student either did or did not succeed in the task of finding a room and communicating with the German "landlady" (a German teacher who was frequently also a native speaker) to the extent that he or she could sign a rental contract. In the second, more traditional form of evaluation, students listened to information questions with multiple-choice answers and circled the best answer on a printed test. (e.g. "What piece of furniture is not typical for a German bedroom? a. a bed b. a desk c. a built-in closet d. a night table") Here, a percentage score was considered appropriate feedback, and students were

not asked to repeat lessons or re-take tests on which they were unsuccessful, due to the nature of the camp as a "non-credit" activity. To the extent that information, vocabulary and structures learned in one mode (aural-oral)were tested at least partially in another mode (written), the second type of test generated some problems in the instructional program at the camp. And in general, when one considers the practical problems involved in testing genuine communicative competence on a day-by-day (or week-by-week) basis, it becomes clear why evaluation is the most sensitive point in a comprehension-based program of instruction, particularly in an academic setting.

III: The Expanded Reading Component

In the comprehension-based program developed at the University of Texas, Austin, under the direction of Dr. Janet K. Swaffar and with support (in 1977/78 and 1978/79) from the National Endowment for the Humanities, the goal of reading for meaning--that is, for an explicit information-gathering purpose--has been clearly articulated in all phases of the beginning German course. [9] By grading the difficulty of the student task, rather than using "graded" and made-for-the classroom materials, the course and textbook developers were able to introduce authentic, adult-level reading material in the foreign language as early as the middle of the first

semester and to use material suitable for an academic audience in the foreign country as the primary texts in the second semester. [1]

The reading strategies mentioned in the introduction to this paper--training in loan-word and cognate identification and compound word analysis, the techniques of skimming and scanning the use of such aids as titles, illustrations and glosses in identifying the main idea of a text--were combined with exercises designed to alert the reader to problems more specific to the structure of German. Students were trained in identifying the possible positions of verbs and negative particles in clauses, the relationship between the "Gestalt" of a familiar infinitive and the shape of an unfamiliar form of that verb, the syntactic structures of past tenses and of passive voice, and a variety of other grammatical features which are highly significant for global meaning in a German sentence.

Students were also trained in techniques of organizing the data in a text, such as identifying time phrases and arranging narrated event in chronological order, identifying repeated words and phrases and major semantic categories which reveal the writer's intent or attitude, reducing a text to "telegram" style in order to isolate the non-redundant elements, and deciphering abbreviations and manipulating symbols (including statistics) in the foreign language.

As an example of the use of reading material in this program, the following exercises were considered appropriate for students at about the middle of the first semester:

A) After reading a text which described the types of housing available to Germans after World War II, in 1968 and in 1971[11], students were asked to organize the statistics found in the text by filling out three tables representing: a)the percentages of one-family dwellings, two-family dwellings, multiple-family dwellings and farm houses available in 1968; b) the percentages of dwellings with baths, central heating and coal stoves in 1955 and 1971; and c) the percentages of dwellings destroyed by WW II in Germany, Italy, Holland, France, Belgium and England.

B) After some discussion of the conclusions that could be reached by studying these statistics relative to the problem of finding a dwelling in Germany today, the students studied a page of rental ads reproduced from a contemporary German newspaper. They first attempted to decipher the abbreviations, as well as such new cultural information as the fact that German landlords often charge extra for heating. At this point, the teacher served largely as an informant on the native culture, guiding the students' reading to produce the information needed for the assigned task of finding an appropriate room, apartment or house for various hypothetical individuals with specified salary ranges, family sizes and places of work. (The latter were keyed to a city map which corresponded to

the addresses in the ads.) As the culminating activity, students were given a structured set of questions and answers to use in a role-playing exercise in which one student (in each pair of students) played landlord/landlady and the other the potential renter. A written homework exercise called for each student to compose a "report" on the interview, using the structured set of questions and filling in answers taken directly from his or her classroom interview.[12]

It should be noted that not all the texts in this reading-comprehension program are tied as immediately to concrete, "real-life" experience as the above examples. Students in this program can learn the skills of attacking highly abstract reading materials (for example, an essay on West-bloc vs. East-bloc interpretations of the division between the two Germanys), as well as literary language in the form of fables, fairy tales and short stories. One successful means of structuring the student's approach to connected narrative is to ask him or her to make "predictions" on the basis of one or more rapid readings of the materials, then to specify "outcomes" on the basis of a more purposeful search for the main ideas and threads of narrative, and finally, to identify "substantiations" on the basis of a close reading of those passages which the student--rather than editor or teacher--has identified as crucial in demonstrating the correctness of the given predictions and outcomes. Another, complimentary structuring of the student's reading task

is to specify an "intensive" reading passage or passages. This technique is particulary suitable for non-literary essays or journal articles, and the passage should be chosen to include the lead paragraph or paragraphs as well as the bulk of any necessary background information. The student is asked to read the passage three to five times closely and to be able to answer detailed questions on it. The remainder of the reading selection is then read rapidly for general information and main ideas which contribute to further comprehension of the intensive reading.

Obviously, some students will be more successful than others in suspending their personal and cultural biases and in internalizing an attitude of playful curiosity about the content of new and unfamiliar materials as revealed through the medium of a foreign language. On the whole, however, it seems most productive to treat the intelligent adult foreign language learner as an intelligent adult--that is, as an individual who uses language as a communicative tool, whether for practical work, play or in academic and technical research; rather than as a child with 2,000 plus hours of "free time" in which to acquire native production facility through endless mimicry, correction and extrinsically unrewarding verbalizations on the order of "babbling."

In an academic setting, however, the burden of proving to the student that intelligent guessing will be as

"rewarding" as the safer route of memorization is squarely upon the teacher. Informal classroom feedback techniques and the formal evaluation program must reflect the goals of the comprehension-based program accurately, or the students will soon abandon their attempts at reaching for higher-level understanding in favor of a one-right-answer approach to the course content. Intelligent "wrong" answers to problem-solving tasks must be rewarded, as well as grammatically incorrect but fully comprehensible answers to informationnal questions. For example, such rigidly convergent approaches to reading comprehension as the MLA examinations should be replaced by tests which allow the student to demonstrate (by underlining, by numbering, or by other non-verbal "translations" of the material) the logical process of reasoning by which he or she has arrived at certain conclusions about the content or intent of the reading selection.

Emphatically re-iterated: we have found that students in a comprehension-based program must be trained in the techniques of listening and reading, of data gathering and analysis, quite independently of any language. Initially, at least, some students are unable to respond to exercises which require them to make inferences, to establish or re-arrange a chronology of events, or to fill out a statistical table from data supplied in paragraph form. On the other hand, once learned, these methods of attack not only benefit the student in approaching his or her own language (a la the old and not too welcome praise of the foreign language teacher who "didn't

teach me much German-French-Spanish-Latin, but sure did teach me English grammar!") They are also vital to any practical rationale for foreign language learning in today's instrumentally-oriented institution of higher education.

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Footnotes:

[1] This paper is re-written from a demonstration and talk delivered at the Scolt-TFLA joint meeting in October, 1978, in San Antonio, Texas.

[2] For discussion of the theoretical background of this program, see G. Truett Cates and Janet K. Swaffar. 1978. Learning by Comprehension: Some implications of a new sequence; and Cates and Swaffar. 1978 Reading a Second Language: Comprehension and Higher Order Learning Skills. Mimeograph papers available from the Department of Germanic Languages (NEH Grant materials) at The University of Texas.

[3] A complete description of the program is given in: J. Swaffar and M. Woodruff. 1978. Focus on Reading: a report on the University of Texas German Program. Modern Language Journal, 62 (1-2). 27-32.

[4] See: Barbara S. McCord and Phyllis Manning. Spring, 1976. The Summer Language Program: An Experiment in Total Immersion. Unterrichtspraxis, IX (1). 100-104.

[5] The basic technique is outlined in: James J. Asher. 1977. Learning another language through actions: The complete teacher's guidebook. (Los Gatos, California: Sky Oaks Productions.) For a description of the modifications made in using Asher's techniques in a reading program, see: Margaret Woodruff. 1976. An experimental first-year German program incorporating the total physical response strategy. ERIC Document (ED) 126-688 FL 007-722.

[6] Teacher's instructions for this program, as well as "masters" for all the visual aids, games, etc., are published in the Texas German Language Summer Program Manual, Maria Beck, Sharon Cummings, Phyllis Manning, available in the 1978 version in mimeograph from Phyllis Manning, the Department of

Germanic Languages, The University of Texas.

[7]A "master" for the floor plan is given in Appendix A.

[8]A "master" for one of the buildings is given in Appendix A.

[9]The most extensive description of the process of articulating these goals is in: Janet K. Swaffar and Don Stevens. 1978. What Comprehension-Based Classes Look and Feel Like. in progress.

[10]The texts used in the 1977/78 version of the beginning German course are published in A Comprehension-Based Approach to Learning German: German 406 textbook, Janet K. Swaffar et. al., available in mimeograph from the Department of Germanic Languages (NEH Grant Materials) at The University of Texas.

[11]A copy of the reading and exercise is given in Appendix B.

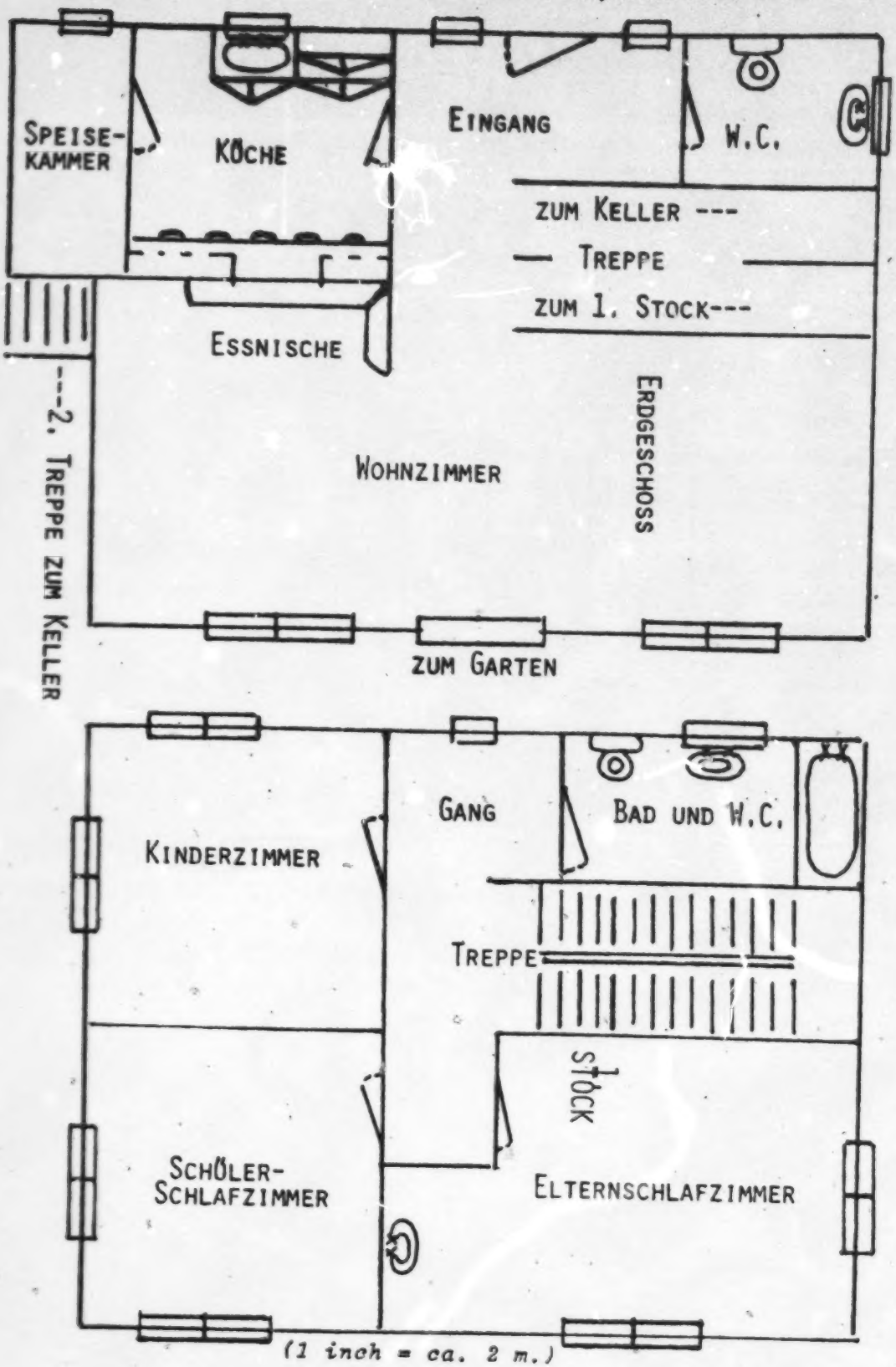
[12]Copies of the reading and exercises are given in Appendix B.

# APPENDIX A

Materials used at the "Germany in Texas"

Summer Camp,1978

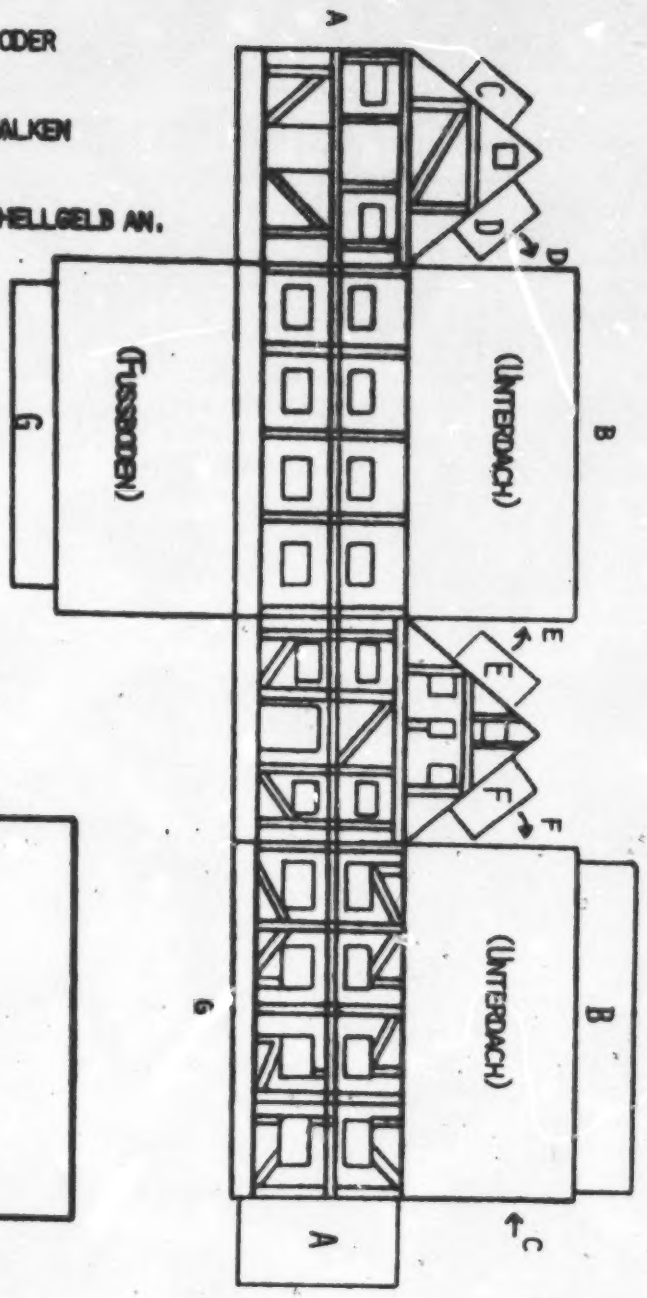
*Einfamilienhaus B 1*



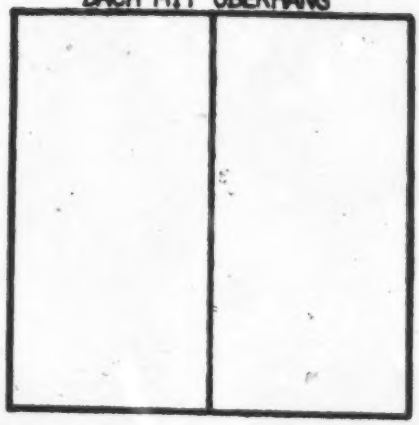

*(1 inch = ca. 2 m.)*

## DAS FACHWERKHAUS

MALEN SIE:
DAS DACH ROT,
DIE HOLZBALKEN SCHWARZ ODER
DUNKELBRAUN,
DEN PUTZ ZWISCHEN DEN BALKEN
HELLGELB ODER WEISS
DIE FENSTER WEISS ODER HELLGELB AN.




DACH MIT ÜBERHANG



## APPENDIX B

Materials used in the German 406 course developed at The University of Texas, Austin, with support from an NEH Grant administered by Dr. Janet K. Swaffar, 1977/1978

# WOHNSTATISTIK BRD

Es gab 1968 8,8 Millionen Wohngebäude in der BRD. Von diesen waren 45% Einfamilienhäuser, 24% Zweifamilienhäuser, 19% Mehrfamilienhäuser und 12% Bauernhäuser. Die 8,8 Millionen zerteilen sich in 36% Eigentumswohnungen und 64% Mietwohnungen.

Von den Neubauten im Jahre 1955 hatten 85% Bad oder Dusche, 11% Zentralheizung, 89% Ofenheizung auf Kohlenbasis und waren durchschnittlich 70 $m^2$ gross. 100% der Neubauten in 1971 haben Bad oder Dusche, 96% Zentralheizung, 4% Ofenheizung auf Kohlenbasis und sind ca. 85 $m^2$ gross.

Nach dem II. Weltkrieg (1945) waren 23% der Wohnungen in Deutschland (BRD) zerstört. Wenn man diese Zahl mit den anderen Ländern Europas vergleicht (Italien mit 4%, Niederlande mit 4%, Frankreich mit 3%, Belgien mit 2% und England mit 2%), sieht man, warum für Deutschland die Wohnungsknappheit so ein grosses Problem ist.

ÜBUNG: Unten sehen Sie Tabellen. Füllen Sie diese Tabellen mit der Statistik aus dem Text ein!

1. 8,8 MILLIONEN WOHNGEBÄUDE (1968)

| Einfamilienhäuser | Zweifamilienhäuser | Mehrfamilienhäuser | Bauernhäuser |
|---|---|---|---|
| | | | |

% Mietwohnungen

% Eigentumswohnungen

2. NEUBAUTEN

| AUSSTATTUNG | 1955 | 1971 |
|---|---|---|
| Bad/Dusche | | |
| Zentralheizung | | |
| Ofenheizung auf Kohlenbasis | | |
| Quadratmeter Wohnfläche | | |

3. ZERSTÖRTE WOHNUNGEN AM ENDE DES II. WELTKRIEGS (1945)

| LAND | PROZENT ALLER WOHNUNGEN |
|---|---|
| Deutschland (BRD) | |
| Italien | |
| Niederlande | |
| Frankreich | |
| Belgien | |
| England | |

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ca. 25 km westl. v. MB.), elegant ausgestattet, off. Kamin, Sauna, ...

**Dr. PETER RIED Dipl.-Kfm.**
Grundbesitzverwertung und -Verwaltung RDM
Felix-Dahn-Straße 6 · 8000 München 81
IMMOBILIEN Telefon (089) 98 41 60/98 37 52

3-Zi. Luxus-Etage NB.-Lehe, 130 qm, Bj. 72, 2 Bäder, Gäste-WC, 2 Balkone, ruh. zentr. gelegen, Schwimmbad auf 4. Dach m. Sauna, Liegeterrasse, Garagenbox sow. DM 1400,- mtl. Miete, ab 1. 8. 77. Ravi., 4-Jahresvertr. m. Personalst. E. Dahlke u. Co. KG im. MB. bei. Tel. 0989944

Whg. in Bedachtchen/Obb. (70 km Bstl.), 101 qm, Neub., beste Bauausf. DM 3,60/qm zu verm. Tel. 088/28796)

Schwabing, Parkstraße, 76 qm, 3 Zi., Kü., Die., Bad, Bib., inkl. Mi. 650,- + ZH. Tel. 984410

Lehe, Zachariasstr., 60 qm, 2½ Zi., Kü., Bad, inkl. HK + ZH 525,–

Helene-Mayer-Str., 30 qm, 1 Zi., Kü., Bad, Bib., 240,-/Mo./ZH. 10. 7.

Eisenacher, Südtorgegend, 144 qm, 4 Zi., Kü., Die., Bad, 845,-/Mo/ZH

Lehe/Bremerhaven, Tel. 286618

1-Zi.-App., ca. 28 qm, Vorstadt, 200,- inkl., z. 1. 8. im Volkspark am Olympiaturm Wiesenstraße 100 Tel.30079871 Imm.

**Egenhofen**

30 km v. Malsach, 1-Fam.-Ha., 5 Zi., 1000 qm Grd., 600,- Im. Calendula, Tel. 08143/13230

**Nähe Mc-Graw-Kaserne**

1-Zi.-App., Kochnische, Bad, ZH, 31 qm, 315,- Miete ab sof. Imm. Dr. Bitschnau, RMB 2, Herzog-Spital-Str. 9 Tel.283033

App. m. Terr., Schwimmbad, v. Bauma, DM 360,- + Kt. Imm. Tel. ab 14 U 6015362

1-Zi.-App., möbl., 14 qm, Schwabing, 3. Stock, ab sof. 350,-

**OHNE PROVISION**

von guter Hausverwaltung

Appen/Schleithausenstraße
2 Zi., KB., Bad/WC, Diele, 50 qm, BP. 2 Zi., KB., Bad/WC, Diele, 50 qm, BP.
ZH 300,- Kt. 1200,- i. A. moran Pheposer
Baudorpf, - Mühlen Ohlmorplatz
2 Zi., KB., Bad/WC, Flur, 60 qm, 4. Stock, ohne Lift, 350,- inkl. Kt. 1000,-
Cassefm. 1. 8.
Erlkoniger Str. - NB. Westerntorkapl.
2 Zi., KB., Kammer, Bad/WC, Diele, 70 qm, 425,- + Gasetz.-Mig., Kt. 1200,-
1. 8., 6. Stock, m. Lift
Schwanthalerstr./Paul-Heyse-Str.
2 Zi., KB., Bad/WC, Diele, Bib., 48 qm, ZH 500,- inkl. Kt. 1500,- ab sof.
Schneerstr. - Schwabing
2 Zi., KB., Abstellk., Bad/WC, Flur, 71 qm, ZH, Gge., Mie. inkl. 631,-, Kt 1500,- ab sof.
Thalkirchner Str., vorm. Gruberstr. Brücke
2 Zi., KB., Bad/WC, Abstellk., Flur, 50 qm, ZH, 520,- inkl., Kt. 1500,-, ab sof.
Waldtrudering/Parsdorferhauser Str.
2 Zi., Kü., Bad/WC, Diele, Bib., 96 qm, Südlg., KB. vollbaum, eingor., Parkett, ZH, inkl. 842,-, Kt. 1800,-, i. 10. qm, ZH, inkl. 842,-, Kt. 1800,-, i. 10.

**Rudolf Schäfer**
seit 1922 - 173 - 27
Grundstücksverwaltung und -verwertung Ba.-Nr. 894468
-verwertung Ba.-Nr. 894468
Max-Joseph-Straße 8

3-Zi.-Dach.-Whg. in Zorneding, 79 qm DM 583,- inkl. NK, 1300,- Kt. T. 08106/3939

Tellkamp, Appartement mit Bad, Kochnische und Flur in Hyazinthe untervermietet Tel. 174327

3-Zi.-Alt.-Whg., Lehel, 90 qm, m. Bad, Kt. 390,-/Kt., Dauer Renovierungsfertigkeit ab Dezember ab 1. 8. 77 zu vergeben. KVV, T. 260000

**Buchenau**

1-Zimmer-Wohnung, 34 qm, DM 248,-
2-Zimmer-Wohnung, 61 qm, DM 388,-
3-Zimmer-Wohnung, 78-80 qm, DM 485,-
zzgl. Nebk- und Heizkosten.
Besichtigung und Besichtigung:
Mo.-Do.: 14-18 Uhr, Sa.: 14-18 Uhr in unserer Musterwohnung in Pfronnstetten-Ibruch, Buchenweg 61 (B 4/5 Bahnhof Dorfen Buchenau), Tel. 08161/20004
TAB.-Partner für besseres Wohnen

**Freistehendes Haus in M-21**

ca. 200 qm Nutzfl., 2 Gges. zwei Teil auch getrennt nutzb. sof. z. verm. Imm. Ing. D. Holmes 08143/13240

**1-Zi.-Whg., Romansdorf**

bezugsfrei, ab DM 396,- Miete, mit DM ...
Garage DM ab ...
Besichtigung: 14-18 Uhr
Sonderabreden 139
HS Immobilien GmbH

Appen, zentral, 77 qm, 3 Zi., 1. G., 500,- Abide. 236,- Tel. 987939

**2-Zi.-Whg., Harlaching**

1. u. 2. OG (1. mit 190 qm Wfl., 3 Balkon, 1290,- + Nbg./Kt. inc. 017293

**Schöner Alt., 217 qm**

ruhige Lage Isarblick, 3K, 3 Zi., Vorzimmer, Bad, WC, Gz., Diele, Lager, Gartenmitbenutzung, auch getrennt, sofort, 1500,- + Nbg. 190,- + NK 20,-. Baldauer 8000, T. 7600000

**Direkt v. Vermieter!**

Schwabing: 1-Zi.-App., Kochnische, Bad, ZH, Wa., Miete DM 290,- + NK, ab sofort zu vermieten. Nur Ernsten.
Zu besichtigen von 17-18 Uhr, Leopoldstr. 240/II b. Pirat oder Tel. 3489338

**2-Zi.-Whg., Schwabing, 565,-**

KB., Bad, Bib., rohbl. Teppichb., Rundfunkanl. + NK/El., 1. 8. Immobilien-Gesellschaft 521017

4-6-Zi.-Lux.-W., 140 qm, Wa.-Eßel., 4Kl., 870,-/Kt. Breitenbach/Wohnbau, 5-Dobermeier Müller u. Co. 01111091/01111078

**43 qm, Lux.-App. Zentr., 370,-**

Kpl. Kü., Bad, Bib., Teppichb., FB-Schrb., 1 B. + NK Mtg./El., BBQ, Immobiliengesellschaft 521017

**2-Zi.-Whg., 12. OG, 480,-**

NB Kü., Bad, Teppichb., Gr. Balkon, Sendlinger + NK/El., 1. 10. Immobiliengesellschaft 521017

Schöne 3-Zi.-NB-Whg., m. Garten, 660,- 7411 FD Bad, Gt. Bib., Ka., Teppichb., Gge. + NK/Mtg. Ges. ab 1 Jahr 524901

Prinzregentenstr./Lucile-Grahn-Str.

**2-Zi.-Wha., 52 qm, 400,-**

NK Kt. Silbersack KBM, Im., T. 884336

**Kl. 3-Zi.-Wha., Schwabing**

61 qm, 525,- Silbersack Im., T. 884336

**1 ZL, Wohnkü., Bad, WC, 370,-**

Mü. 60, rub. Silbersack Im., T. 884336

a. Marienplatz, 1-Zi.-App., möbliert, 350,- inkl. Im. (½ Miete) Tel 226729

**1-Zi.-App.**

Zentrum, rub., Lage, 40 qm, 2. OG, Mie. inkl. DM 370,- ab 1. 8.

**Waldtrudering**

31 qm, 1. OG, Mie. inkl. DM 330,- ab 1. 8.

**Neuperlach**

30 qm, 8. OG, Mie. inkl. DM 340,- ab 1. 8. Schwelle + Kt. u. Dipl.
Immobilien Fischer Imm., Tel. 433987

8-Zi.-Landhs., Tutzensee, 150 qm, ZH, gr. Grt., Gge., 1500,- im. 996279

2 Zi.-Whg., 62 qm, 450,-
1-Zi.-App., 35 qm, 450,- Olympiadorf
T 8614807 v. 14 U. b. 19 U.

U. Bessenhofer Pl.: 1-Zi.-App., möbl., Kü., Bad, modern, 310,- + NK, ab

Lux.-App., möbl., Schwabing, 410,- inkl. Im. Hochert, T. 1417219

1-Zi.-NB-App's (beim BR), m. allem Komf., vollmöbl., 2 Mte. z. 5-Dame Penzing, ab 325,- + NK/El. 1000,- (vorübergehend 6 Mte.), T. 221044 o. 0119944


**Bezaubernd schöne Vorhangstoffe und Tülle.**

Es lohnt sich zu Elsesser zu gehen.

ELSESSER


möbl. Zimmer, Nähe 100,-, Kt. 220,- sof. bezb. Wolf, Belemstr. 6, vo. 17—19.00 Uhr

**Mü. 60, Säbenerstr. 24**

1-Zi.-App., ca. 30 qm, Bib., sof., 290,- + NK/El.

**Mü. 70, Irschenhauser 17**

1-Zi.-App., ca. 32 qm, Bib., z. 1. 8. 290,- + NK/El.
Imm. D. Hammerer, T. 984011

**2 Zi. Schwanthalerstr.**

Wohnkü., Bad, ZH, 72 qm, 4.OG, Lift, 420,-/NK/El. Theodor Im. 989681

2-Zi.-Whg., 3. OG, ca. 100 qm, Bad, Südbalkon, Schrankwand, Sauna, 660,- + 150,- NK, ab 1. 8. T. 7600383

**Nachmieter**

1. 1-Zi.-Whg., ca. 36 qm, Bib./Bad/Balk., ab 15. 8. od. 1. 9. in Perlach/Obersendling. Tel. 08131/9823

Mü., Blutenburgstr. 80 Nr. 6, Gartenhaus, Tür-Nr. DM 240,-/NK/El. T. 988071

Einzel, möbl., Pl.-Nähe, Bahnhof, Bad, Telefonanschl. ab sof. zu verm. Anz. u. Z 117406 an BZ od. Tel. ab 6. 7. ab 13 U 8413167

1-Zi.-App., 32 qm, Kü.-Nr., Bad, Gge., Hartstr. 67, 330,-, T. 765003

Einzelzimmer, 1 Bt. Raum, 80 qm, DM 230,-, an älteres Ehepaar ab 1. 10. zu verm. Angeb. unter A 107427 an BZ

**Neues R. Haus**

ausgebl. auf 1 J. Pächter, b. Starnb. Liebenberg Bad, Ebenk. (600,- NK) Bezahlbar A 033097 an BZ

Bad, 90 qm, Garten, Parkett, Waldtrudering, Mi. 370,-/Kt. + El. 3-Zi.-Whg. 70 qm, Balk., Mi. 10, sof. Tel. 948012 im.

Bad, 60 qm, Kü. Zentrum z. verm. Tel. 463270 ab 18 Uhr

**Appartement**

Appartement, Maisonettetyp, 4. OG, ruhig, z. Mie. z. U-Bahn, ohne Balkon, 26 qm, Mietk. DM 290,- + NK/El.
Gutgrun Bauhil. Tel. 592894

Bad, 1½ Zi., 36 qm, 400,-, T. 452913

1-Zi.-W., m/Parkett, 40 qm, Bad, 60 T. 550,- 2-Zi.-Suter-Whg., Gruter-, 2 Mte. 4-Zi.-Penth.-Maisonette, 1400,- 2 Mte. Prop./NK Kreuzpaintner Im. 088700

**Pfaffenwohnungen**

Schwabing, 2 Zi., 780, Bfl., sof.,
Pfaffenhofen, 4 Zi., 650 Bfl.,
Aquarius, 1 Zi., 480, Bfl.,
Schwabing, 4 Zi., 1900, Bfl.,
Schwabing, 5 Zi., 1740, Bfl/WT.,
Allershausen, 1 Zi., 33 qm, Bfl.,
Gräfelfing, 2 Zi., 74 qm, Bfl.,
Aquarius, 1 Zi., 440, Bfl/WT.,
Hofmarkstr., 3 Zi., 1010, sof.,
Passauerstr., 3 Zi., 840, Bfl.,
Grünwald, 3½ Zi., 1010 + Nbg.,
Neubau, 1 Zi., 420, 2 Balkon.

Stb./Pfaffing, 1 Zi., 29 qm,
Aeroporto, 4 Zi., Bfl/WT.,

**Wohnungen mit Gärten**

Perlach, 1 Zi., 350, möbl.,
Waldperlach, 3½ Zi., 860,
a. Starnberg, 6 Zi., 2021, Doppelhaus
a. Starnberg, 4 Zi., 125 qm,

**Häuser mit Gärten**

Gräfelfing, 4½ Zi., 150 qm,
Kreuzling, 4½ Zi., 150 qm,
Harlaching, 5-Zi.-Villa, 190 qm,
Moor, 4 Zi., 115 qm,
Pullach, 4 Zi., 84 qm,
Harlaching, 6 Zi., 140 qm,
Taufkirchen, 6 Zi., 140 qm,
Grünwald, 7½ Zi., 200 qm,

# WOHNUNGSSUCHE IN MÜNCHEN

## 1-ZIMMER-WOHNUNG

am Bahnhof; Wohnzimmer, sep. Küche, Bad-WC, Flur, ca. 30 qm, ab 1.8.77 zu vermieten. Mtl. DM 290,- + 30,- Hzg., Ktn. 870,-. Keine Vermittlungsgebühr. Besichtigung frei 29.7.77 zw. 12 u. 14 Uhr. A. Hindelang KG, 8 München 2, Augustenstr. 25-27, 2. Stock

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APP. 33 QM, mit Balkon, Swimmingpool, Garage, am Isartorplatz, 290,- DM + NK, o. Prov. Tel. 484547

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1-ZI.-APP. (KÜ., Bad, Balk.), direkt am Engl. Garten (Königinstr.) ab 1.9. ca. 460,- + Kt., T. 3614407

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NACHMIETER F. MOD. 1-ZI.-APP. möbl. Kü., Bad, WC, Balk., Südseite, Mte. inkl. NK 370,- + Kt., Corneliusstr. 11, ab 1.8. gesucht. Tel. 405329

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1-ZI.-APP. (Altb.), Näh. Karolinienplatz., DM 180,- monatl. zu verm. T. 08222/1302

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V. PRIV., MÖBL., HELLES SOUT.-ZI., NB, ruh. La., ZH, Waschbeck./WC, Kochgeleg., ab 1.8.77, 190,- inkl., Kt. 2 MM, Liebigstr., Tel. 161624/715531

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SCHWABING Provisionsfreie Vermietung durch W. Rohrer & Sohn, Tel. 222141:

THERESIENSTR. 34, 1 Zim., KN, Bad/WC, ca. 32 qm, Mte. 330,- + HZ, Kt., 1200,-

THERESIENSTR. 34, möbl. Zim., KN, Gem.-Bad/WC, Mte. 210,- + NK/Kt. 600,-

LUDWIGSTR. 52, möbl. Zimmer m. Kochgel. Gem.-Bad/WC, Mte. 190,- + NK/Kt. 600,-

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LEERAPP., 22 qm, Nh. Promenade Platz, 260,-, Hzg. + NK. 30,-, Kt. 500,-, T. 481188 ab 17 Uhr

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1-ZI.-APP. Karl-Scharnagl-Ring 32 qm, 390,- inkl. NK Tel. 3513440, Im.

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ZENTRUM KÖNIGSPLATZ:
1 Zi.
ab DM 350,- (inkl. NK)
2 Zi.
ab DM 500,- (inkl. NK)
3 Zi.
ab DM 670,- (inkl. NK)
Besichtigung: Mo.-Fr. v. 8-17 Uhr, Sa. v. 8-12 Uhr
HS IMMOBILIEN GMBH
Tel. 773034

IN DER KLASSE:

Wählen Sie einen Partner! Ein Student spielt *Mieter* und der andere Student spielt *Vermieter*. Suchen Sie eine Reklame aus! Dann machen Sie ein *Wohnungssuche-Interview!*

| MÖGLICHE FRAGEN: (Mieter) | MÖGLICHE ANTWORTEN: (*Vermieter*) |
|---|---|
| 1. Diese Wohnung finde ich sehr schön, aber wieviel muss ich bezahlen? | 1. *Die Miete ist _____DM monatlich.* |
| 2. Gibt es auch Nebenkosten? Wieviel muss ich zahlen? | 2. *Ja/Nein. (Nebenkosten = Heizung, Provision, Wasser) ____ DM monatlich.* |
| 3. Muss ich Möbel übernehmen? | 3. *Ja/Nein. (Möbel = Schränke, Betten und Wäsche, Kücheneinrichtung, Sofa, usw.)* |
| 4. Wieviel kostet das zusammen? | 4. *Sie zahlen _____DM.* |
| 5. Darf ich jeden Tag baden? | 5. *Ja/Nein, nur dienstags und freitags.* |
| 6. Darf ich in meinem Zimmer kochen? | 6. *Ja/Nein. Sie dürfen in _____ kochen.* |
| 7. Ich habe viele Freunde, die mich oft besuchen. Gibt es bestimmte Besuchszeiten? | 7. *Nein/Ja, nur am _____. (Samstag, Sonntag, oder um eine bestimmte Zeit)* |
| 8. Habe ich andere Pflichten? | 8. *Nein/Ja, einmal im Monat das Treppenhaus putzen, nach jedem Bad die Wanne putzen, usw.* |
| 9. Ich nehme die Wohnung (--nicht). Darf ich jetzt zahlen? | 9. Wenn ja: *Sehr schön! Ich gebe Ihnen eine Quittung.*<br>Wenn nein: *Auf Wiedersehen!* |

HAUSAUFGABE:

Schreiben Sie einen Bericht vom obigen Interview!